

Technical Advisory Panel on Uniform National Rules for NAEP Testing of English Language Learners

Report to the National Assessment Governing Board August 2009



Charge to the Expert Panel

Propose a set of uniform national rules, which

- Provide that students with a similar level of English proficiency are tested on NAEP the same way, regardless of where they live.
- Maximize student access and meaningful participation.
- Ensure that the constructs in NAEP frameworks are measured and that all students may be placed on the same scale.

Charge to the Expert Panel

- Permit only accommodations or translations that maintain the validity, reliability, and comparability of NAEP data.
- Are feasible, logistically and financially, and without detrimental consequences.

Recommend follow-up studies on the implementation and impact of recommended procedures.

Expert Panel Members

- Sharif Shakrani (Chair)
 Professor of Measurement and Quantitative Methods, Michigan State University
- Jamal Abedi, Professor of Education University of California, Davis
- Diane August, Senior Research Scientist Center for Applied Linguistics Washington, DC



Expert Panel Members

- Robert Linquanti, Senior Research Associate Project Director for English Learner Evaluation and Accountability Support WestEd, Oakland, CA
- Phil Morse, Coordinator, Student Testing Unit Los Angeles Unified School District President, National Assn. of Test Directors
- Charlene Rivera, Executive Director
 Center for Equity and Excellence in Education,
 George Washington University
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Expert Panel Members

- Maria Santos, Executive Director
 Office of English Language Learners
 New York City Department of Education
- Josefina Tinajero, Dean
 College of Education
 Professor of Bilingual Education
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- In-person meeting May 1, 2009
- Five teleconferences during May, June, and July



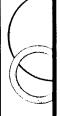
- All English language learners selected for the NAEP sample who have been in United States schools for one year or more should be included in the National Assessment.
 - This policy should be implemented with the disaggregated reporting of ELL test results by detailed information on English language proficiency and the availability of accommodations that maximize meaningful participation.



- 2. Students should be offered ELL-responsive accommodations that maintain the constructs in the NAEP framework, including
 - Items and directions in plain language.
 - Side-by-side Spanish-English test booklets.
 - Word-to-word bilingual glossaries without definitions.
 - Extra time.
 - Other accommodations currently allowed by NAEP.



- Accommodations should be selected by qualified school personnel with knowledge of the student's level of English proficiency.
- Reading assessment passages should not be modified, but directions should be in plain language without unnecessary complexity unrelated to the constructs assessed.



- 3. Prompts, directions, and items in all NAEP assessments should be written in plain language.
 - Such material should be free of unnecessary linguistic complexity irrelevant to the construct being tested.
 - But the level of item difficulty should not be changed.
 - All NAEP assessments should undergo a plain language review.



- 4. Develop test blocks at the low and high ends of difficulty. Low-end blocks should be offered to ELL students who would otherwise be excluded.
 - Such targeted testing would reduce standard errors, provide more information about low and highachieving students, and reassure local decision-makers that ELLs can meaningfully participate in NAEP.



- 5. Disaggregate and report NAEP results for English language learners by the best available standardized test data on the level of English language proficiency.
 - Although existing state English language proficiency assessments are not consistent, data obtained from them should be used for research and analysis purposes.
 - As soon as possible, NAEP should develop its own brief test of English language proficiency to report ELLs as advanced, intermediate, or beginner/low.



- 6. Collect additional background information on English language learners tested, including
 - Number of years living in the United States.
 - Years attending schools in the United States.
 - Years receiving instruction primarily in English.



- 7. Report results for former English language learners who have been reclassified as English proficient.
 - Collect data on number of years since student exited ELL services or was reclassified.
 - Encourage states to maintain this data to provide a more complete picture of the long-term success of English language learners in U.S. schools.



- To obtain high and comparable participation rates across states and districts, make special efforts to solicit the cooperation of officials deciding participation of individual students.
 - Establish a high common goal of 95% participation among all ELLs in U.S. schools for one year or more.
 - Jurisdictions that do not reach this policy goal should be designated in NAEP reports as falling below the desired participation rate.



- 9. Adopt an aggressive timeline for innovation and research, including
 - Test items written in plain language.
 - A short test of English language proficiency.
 - Targeted testing with blocks of items at low and high levels of difficulty.
 - Computerized administration when feasible.